YESHIVA UNIVERSITY
WURZWEILER SCHOOL OF SOCIAL WORK

ADMINISTRATIVE PRACTICE AND POLICY
Ph.D. PROGRAM IN SOCIAL WELFARE

SWK 8681
SPRING 2017

I. COURSE DESCRIPTION

Google Dictionary defines ad·min·is·tra·tion (əd͵minəˈstrāSH(ə)n/) as:
1. the process or activity of running a business, organization, etc. *e.g.* "the day-to-day administration of the company"
   synonyms: management, direction, control, command, charge, conduct, operation, running, leadership, government, governing, superintendence, supervision, regulation, overseeing; front office, back office

But also:
2. the officials in the executive branch of government under a particular chief executive. *e.g.* "the Kennedy administration sought to use the conference to repair US prestige"
3. the action of dispensing, giving, or applying something. *e.g.* "the oral administration of the antibiotic"
   synonyms: provision, issuing, issuance, application, dispensing, dispensation, distribution, disbursement

While the former definition must influence our approach to the course material, when administration is studied within the context of social work, it behooves the learner to consider the import of the other definitions as well.

Questions:
   a. What does an administrator (definition 3) in a not-for-profit or government setting dispense, give, provide?
   b. How does an administration (definition 2) develop to become… an administration?
   c. How might our answers differ from administration in a corporate setting?
   d. Does the administration or management of a corporation or an organization influence the type, quality, and effectiveness of the services it delivers?

II. COURSE OVERVIEW

   A. This course is designed for the advanced practitioner who occupies or intends to occupy senior level leadership and management positions.
   B. The intent is to provide doctoral-level practitioners with knowledge about and skills in effective leadership and management practices for the not-for-profit sector.
   C. Students will learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities, including communication skills, supervision, and more.

D. This course is oriented to the practical aspects of management within human service organizations. How administrators, managers, leaders practice, what they do, the resources they have available, the technologies they use, the barriers they face in providing quality services, are all influenced by the organizational setting.

E. The main course themes stem from emotional intelligence paradigms of awareness and management regarding the self and social settings

F. Other topics include: governance, decision-making, strategy, planning, crisis management and resolving conflict, organizational change, ethics and leadership, within the context of current trends in the economy and the nonprofit sector specifically.

III. EDUCATIONAL, KNOWELDGE and SKILL OBJECTIVES

1. Knowledge and awareness of self, strengths and areas for development, as well as the management thereof
2. Knowledge and awareness of social settings the environmental context of nonprofit administration and the issues facing human service organizations
3. To become familiar with a range of strategies and basic management functions to achieve organizational mission, vision, goals and outcomes.
4. To acquire knowledge and skills for leading and positively impacting upon organizational climate, operations, and outcomes.
5. To understand the ethical issues involved in human services management.
6. To gain skill in analyzing organizational environments, structures, processes, service delivery mechanisms, goals, and objectives.
7. To develop how-to skill in concrete areas of practice: strategy, planning, supervision, people management, governance, conflict resolution, decision making, collaboration, networking and navigating bureaucratic systems and inter-organizational relationships.

IV. COURSE REQUIREMENTS

A. Texts and Readings:

Anchor Texts (both available for free in PDF format online)

Goleman, D., et al. (2002). Primal Leadership: Learning to Lead with Emotional Intelligence. Boston: Harvard Business School Press. ISBN 1422168034

Whetten, D.A. & Cameron, K.S. (2015). Developing Management Skills. Pearson: 9th edition. ISBN 0133127478. [*Note: Any of the 7th, 8th or 9th editions is acceptable]

Accompanying texts

Ariely, D. (2008). Predictably Irrational. Harper Collins.

Ariely, D. (2010). The Upside of Irrationality. Harper Collins.

Ariely, D. (2013). The Honest Truth About Dishonesty: How We Lie to Everyone--Especially

Ourselves. Harper Collins.

Bazerman, M.H., and Chugh, D. (2006). Decisions without blinders. Harvard Business Review, 84,1 (January), 88-97.

Bolman, L. & Deal, T. (2013) Reframing Organizations: Artistry, Choice, and Leadership. 5th Edition. Jossey-Bass.

Browne, M.N. & Keeley, S.M. (2007). "What are the Value Conflicts and Assumptions?" Ch. 5. *Asking the Right Questions: A Guide to Critical Thinking*. 8th Ed. Pearson/PrenticeHall.

Chapman, G. (2015). The Five Love Languages. Northfield Publishing.

Christensen, Clayton M., Baumann, Heiner, Ruggles, Rudy, & Sadtler, Thomas M. (2006). "Disruptive Innovation for Social Change" Harvard Business Review, December 2006.

Chugh, D., & Bazerman, M.H. Bounded Awareness: What you fail to see can hurt you. Mind and Society, 2007, 6(1), 1-18.

Collins, J. (2001). Good to Great. Harper Collins.

Collins, J. (2005). Good to Great and the Social Sectors.

Collins, J. and Porras, J.I. (1996). Building your company's vision. Harvard Business Review 74 (September-October): 65-77.

Covey, S. (1989). The 7 Habits of Highly Effective People. Simon & Schuster.

Covey, S. (2004). The Eighth Habit. Free Press.

Davidson, K. (2016). "Employers Find 'Soft Skills' Like Critical Thinking in Short Supply." *Wall Street Journal*. August 30, 2016. Retrieved from: http://www.wsj.com/articles/employers-find-soft-skills-like-critical-thinking-in-short-supply-1472549400?mod=djem10point

Drucker, P.F., et al. (2008). The five most important questions you will ever ask about your organization. Jossey-Bass.

Drucker, P.F. (2005). Managing the Nonprofit Organization. Harper.

Druskat, V.U. & Wolff, S.B. (2001). "Building the Emotional Intelligence of Groups." *Harvard Business Review*. March 2002.

Gawande, A. (2009). Checklist Manifesto. Henry Holt & Co.

Goleman, D. (1998). "What Makes a Leader." *Harvard Business Review: Best of HBR 1998*. pp. 83-94. [original: Goleman, D. (1998). "What Makes a Leader," Harvard Business Review, Nov.-Dec., 1998, pp. 93-102]

Grant, A. (2013). Give and Take. Viking.

Hamel, G. (1996, July - August). Strategy as revolution. *Harvard Business Review*, 69- 82. Boston: Harvard Business School Press.

Heifetz, R. & Linsky, M. (2002). "A Survival Guide for Leaders." *Harvard Business Review*. June 2002.

Jansen, P.J. and Kilpatrick, A.R. (2004). The dynamic nonprofit board. The McKinsey Quarterly 2. Retrieved from http://www.mckinseyquarterly.com/article_print.aspx?L2=33&L3=0&ar=1407

Kegan, R. & Lahey, L. (2001). How the Way We Talk Can Change the Way We Work. Jossey-Bass.

Kim, W.C. and Mauborgne, R. (2004). Blue ocean strategy. Harvard Business Review 82, 76-84 (October).

Kotter, J. P. (1995, March-April). Leading change: Why transformation efforts fail. *Harvard Business Review*, 59-67.

Kotter, J.P. (1996). Leading Change. Harvard Business School Press.

Kotter, J.P. (2005) Our Iceberg is Melting: Changing and Succeeding Under Any Conditions. Macmillan

Lax, D. A. and Sebenius, J.K. (1986). *The Manager as Negotiator: Bargaining for Cooperation and Competitive Gain*. NY: Free Press, 1986. Chapter 5.

Lewis, M. (2017). The Undoing Project: A Friendship that Changed Our Minds. W.W. Norton & Co.

Mallmich, D.M. ed. (2007). "A Guide to Ethical Decision-Making by Presidents and Boards." *Ethical Leadership in the Community College*, Anker Publishing Co., 2007, pp. 157-165.

March, J.G. (1994). *A Primer on Decision Making: How Decisions Happen*. New York, NY: The Free Press.

Maslow, A.H. (1943). A theory of motivation. Psychological Review 50, 370-96.

Mintzberg, H. (1987). "Crafting strategy." *Harvard Business Review*. pp. 66-75. *Harvard University Press.*

Morris, T. (1997). If Aristotle Ran General Motors. Holt.

Nadler, D. (2004). Building better boards. Harvard Business Review 82, 5 (May): 76-85.

Nieto-Rodriguez, A. (2016). "How to Prioritize Your Company's Projects." *Harvard Business Review*. December 13, 2016. Retrieved from https://hbr.org/2016/12/how-to-prioritize-your-companys-projects?utm_source=twitter&utm_medium=social&utm_campaign=harvardbiz

Plato's Dialogues, "Crito"

Porter, M. E. (2008, January). The five competitive forces that shape strategy. *Harvard Business Review*. 86, 78–93.

Robinson, K. (2009). The Element. Penguin Books.

Sandberg, S. (2013). Lean In. Knopf.

Shea, G.P. & Solomon, C.S. (2013). Leading Successful Change. Wharton Digital Press.

Silverman, L. and Taliento, L. (2006). What business execs don't know – but should – about nonprofits. Stanford Social Innovation Review 4, 2 (Summer): 36-43.

Simon, H. (1987). "Making Management Decisions: The Role of Intuition and Emotion." Academy of Management Executive 1, 57-64.

Staisloff, R. (2014). "Where Mission, Market, and Margin Meet is the Sweet Spot for Innovative Business Models." *Next Generation Learning Challenges*. Retrieved from http://nextgenlearning.org/blog/where-mission-market-and-margin-meet-sweet-spot-innovative-business-models.

Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. Science, 185(4157), 1124-1131.

Tversky, A., & Kahneman, D. (1981). The framing of decisions and the psychology of choice. Science, 211(4481), 453-458.

VanSandt, C.V. & Neck, C.P. (2003). "Bridging Ethics and Self Leadership: Overcoming Ethical Discrepancies Between Employee and Organizational Standards," Journal of Business Ethics, Vol. 43. pp. 3 63-387.

Watkins, M. and Bazerman, M.H. (2003) Predictable surprises: The disasters you should have seen coming. Harvard Business Review 81,3 (March): 72-80.

Westside Toastmasters (2016). Dimensions of Body Language. [Especially, Chapter 17. "Seating Arrangements Where to Sit and Why."] http://westsidetoastmasters.com/resources/book_of_body_language/chap17.html

B. Assignments

Written assignments are outlined within Section V, COURSE TOPICS, below. They are designed to enable students to examine real life issues in management practice. Assignments are intended to be case and problem based explorations enabling the analysis of practice via the literature. It is expected that assigned readings will be reflected in all written assignments. APA style 6th edition is required.

C. Class Participation:

This course will be taught in class on the premise that students are active learners and highly motivated participants in their educational process. The Socratic method will be used and students are expected to answer questions, raise issues, and converse knowledgably about the material. Students are expected to read assigned literature and submit written work on time. Students are encouraged to be in touch directly with the professor via e mail to review any questions. Punctual attendance in all classes and active informed participation in class
discussions is expected.

D. Grading Policy:

Grades will be based on the University grading system. Students will be evaluated on the basis of: Papers 65%; Participation in class 35%.

E. Course and Instructor Evaluation:

Students will be given the opportunity to evaluate the course. At the end of the semester, students will be given a course/instructor evaluation questionnaire. Evaluation, however, is an ongoing process and students are encouraged to provide feedback throughout the semester.

F. Students with Disabilities

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, (646) 592-4132, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, (646)592-4280, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.
Under Roman numeral VI. E-RESERVES – all caps, bold, and underline – cut and paste the paragraph below.

G. Plagiarism

Students should remember that the program will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and will be referred to the Director of the Doctoral Program for disciplinary action which may include dismissal from the program.

H. *E-Reserves*

What is eReserve?
eReserve (Electronic Reserve) is Yeshiva University's on-line web based system used to provide access to journal articles, book excerpts, and other course materials. Most articles listed in each syllabus are available on eReserve. You can access full text articles from your home or from a university computer.
How do I use eReserve?
1. Go to the library's online resources page: http://www.yu.edu/libraries/
2. Click on online resources.
3. Click on eReserves
4. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password (obtain this from the library).
5. In the 'search for Courses' box, type in the name of your course.
6. Click on the link to your course.
7. Enter the password given to you by your instructor (ALL UPPERCASE).
8. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
9. When the article text or book record appears on the screen, you can print, email, or save it to disk.
10. If you have any problems, please contact - eres@yu.edu.

I. *Health Insurance Portability and Accountability Act (HIPAA)*

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, gender is directly related to the case presentation it can be included if it will not allow for identification.

J. Instructor Contact Information

Instructor: Josh Joseph, EdD
Office Number: 1203 Belfer Hall
Email Address: jjoseph@yu.edu
Office Hours: meetings available on request

V. COURSE TOPICS AND READINGS
Topic Themes and Table of Organization
1. Paradigms of Management: Who do we manage?
    a. Putting the Self in Management
    b. Managing People
        i. Communication = Listening
        ii. Building Teams & Team Bulding
2. Reframing Organizations
    a. Leadership and Organizational Change
    b. Governance & Decision Making
    c. Mission, Vision, Values & Strategy
    d. Planning: Strategic vs. Operational
3. Managing Situations
    a. Project Management
    b. Crisis Management

I. Introductory Class: Who Do We Manage and Why Dilbert Rocks
- Review of the syllabus
- An introduction to ourselves, each other and the basic ideas of leadership, management, and administration. And, of course, to the genius of Scott Adams' Dilbert.

Readings:
Davidson, WSJ article
Whetten & Cameron, Introduction
Bolman & Deal, Introduction
Optional: Goleman, "What Makes a Leader" article
Post-Class Assignment:
Write down 10-12 personal strengths and 5-6 areas you would like to improve upon. What do you base your self-assessment on?

II. Approaches to Understanding Self: Putting the Self Back into Management
Readings:
- *Developing Management Skills*, chapter 1: developing self awareness
- *Primal Leadership*, Goleman. Preface - p. 52
- *The Element*, Robinson. Introduction – p. 51
- *If Aristotle Ran GM*, Morris. Preface – p.21 (or if you love it – the whole book!)
- *Good to Great*, Collins. Chapter 5, "The Hedgehog Concept."
Post-Class Assignment:

Interview 5 people and ask them to describe YOU. Take your findings of what others think about you, and compare them to what YOU think about YOU (get this from the results from the study you did in week 1)

III. A Case Study on Self-Awareness
<u>Readings:</u>
- Goleman, 53-88
- HBR Case study: Tim Keller (to be handed out in class Week 2)

<u>Post-Class Assignment:</u>
"Who Am I?" 5-7 pp. double-spaced, essay-style, due at the beginning of next class. This essay will be the first opportunity to apply the readings and class discussions to self-awareness and self-management. Students are asked to analyze and describe their management and leadership styles, competencies and potential. This assignment will provide a basis for future assignments, and as such feedback will include a dynamic process of review and revision.

IV. Self-Management: Introducing SKiN
<u>Readings:</u>
- Whetten & Cameron, chapters 2 & 3
- Goleman, 91-138 (extra credit if you read through 168)
- Kegan & Lahey, p.1-88
- Optional (but fun):
    o Robinson, 52-102
    o Sandberg,S. (2013). Lean In. Knopf.
    o Covey, S. (1989). The 7 Habits of Highly Effective People. Simon & Schuster.
    o Covey, S. (2004). The Eighth Habit. Free Press.
    o Gawande, A. (2009). Checklist Manifesto. Henry Holt & Co.

<u>Post-Class Assignment:</u>
Complete 2 SKiN charts: one as your Real Self and one as your Ideal Self. Choose 3 skills or talents and describe how you use them in your everyday life and how you would like to use them in the future. Anticipate what the obstacles might and how you will face them. [For the courageous: add it to your Who Am I paper…]

V. Social Awareness in Poker and in Practice because People = Politics: an Intro to Relationship Management
<u>In Class:</u>
- Donna Dubinsky Case Study (handed out previous class)

<u>Readings:</u>
- Collins, Good to Great and the Social Sectors (easier to understand the more you've read the original…)
- Grant, *Give & Take*, 1-60
- Whetten & Cameron, chapter 5 & 6
- Optional but fun: Westside Toastmasters (2016). Dimensions of Body Language. [Especially, Chapter 17. "Seating Arrangements Where to Sit and Why."]
    http://westsidetoastmasters.com/resources/book_of_body_language/chap17.html

<u>Post-Class Assignment:</u>

In 2-3 pages describe a "place you know" through SWOT analysis.

VI. **Reframing Organizations**
<u>Readings:</u>
- Bolman & Deal, pp. 23-302
- Collins, Good to Great
- Staisloff, R. (2014). "Where Mission, Market, and Margin Meet is the Sweet Spot for Innovative Business Models." *Next Generation Learning Challenges*. Retrieved from http://nextgenlearning.org/blog/where-mission-market-and-margin-meet-sweet-spot-innovative-business-models.
- Optional: Drucker (2005). Managing the Nonprofit Organization.

<u>Post-Class Assignment:</u>
Apply the four frames to last week's assignment; analyze in 2-3 pages.

VII. Communication = Listening, Managing Conflict and Motivating
<u>Readings:</u>
- Whetten & Cameron, chapter 4 & 7
- Kegan & Lahey, 89-136
- Grant, 126-185
- Maslow, A.H. (1943). A theory of motivation. Psychological Review 50, 370-96.
- Lax, D. A. and Sebenius, J.K. (1986). *The Manager as Negotiator: Bargaining for Cooperation and Competitive Gain*. NY: Free Press, 1986. Chapter 5.
- Optional (but awesome): Chapman, *The Five Love Languages*, p. 37-117 (but you're going to want to read the whole book☺)

VIII. Leadership and Organizational Change
<u>Readings:</u>
- Whetten & Cameron, chapter 10
- Kotter, J. P. (1995, March-April). Leading change: Why transformation efforts fail. *Harvard Business Review*, 59-67.
    o OR Kotter, J.P. (1996). Leading Change. Harvard Business School Press.
    o OR if you want to have some fun… Kotter, J.P. (2005) Our Iceberg is Melting: Changing and Succeeding Under Any Conditions. Macmillan
- Christensen, Clayton M., Baumann, Heiner, Ruggles, Rudy, & Sadtler, Thomas M. (2006). "Disruptive Innovation for Social Change" Harvard Business Review, December 2006.
- Optional:
    o Shea, G.P. & Solomon, C.S. (2013). Leading Successful Change. Wharton Digital Press
    o Heifetz, R. & Linsky, M. (2002). "A Survival Guide for Leaders." *Harvard Business Review*. June 2002; and Goleman, 227-248.

IX. Building Teams & Team Building
<u>Readings:</u>
- Whetten & Cameron, chapters 8 & 9
- Goleman, 171-190

- Druskat, V.U. & Wolff, S.B. (2001). "Building the Emotional Intelligence of Groups." *Harvard Business Review*. March 2002.
- Grant, 61-93
- Optional: Robinson, 103- 131

Post-Class Assignment:

This will be a group project. Each group of students will build a new organization, whose purpose is TBD in class. The group will use PowerPoint or the like to present no more than 5 slides describing New Org. Each team member should also submit a 1-2 page assessment of the group project experience – including but not limited to perceptions about how leaders on the team emerged - who took leadership, etc. and the roles of other group members and how these evolved, how they worked with the group, did they use their teamwork skills effectively, how they could improve, and what were the difficulties and challenges with the project.

X. Planning: Mission, Vision, Values & Strategy

Readings:

- Drucker (2008). The five most important questions you will ever ask about your organization.
- Goleman, 192-223
- Collins, J.C. and Porras, J.I. (1996). Building your company's vision. Harvard Business Review 74 (September-October): 65-77.
- Nieto-Rodriguez, A. (2016). "How to Prioritize Your Company's Projects." *Harvard Business Review*. December 13, 2016. Retrieved from https://hbr.org/2016/12/how-to-prioritize-your-companys-projects?utm_source=twitter&utm_medium=social&utm_campaign=harvardbiz
- Mintzberg, H. (1987). "Crafting strategy." *Harvard Business Review*. pp. 66-75. *Harvard University Press.*
- Porter, M. E. (2008, January). The five competitive forces that shape strategy. *Harvard Business Review*. 86, 78–93.
- Hamel, G. (1996, July - August). Strategy as revolution. *Harvard Business Review*, 69-82. Boston: Harvard Business School Press.
- Kim, W.C. and Mauborgne, R. (2004). Blue ocean strategy. Harvard Business Review 82, 76-84 (October).

Post- Class Assignment:

Discuss and apply the Drucker book to either a real organization of which you have close knowledge; or our newly created New Org's. Drucker poses five essential questions about managing not for profit organizations and the paper will analyze the selected organization on these issues. The paper will commence with a basic description, including its history, structure, leadership, funding, service mandate and catchment areas, purported purpose, goals, and objectives. The objective of the assignment is two-fold: to use the Drucker model to deeply analyze the organization; and to offer a critical assessment of the organization on the basis of these five Drucker questions. 5-7 pages, double-spaced.

XI. Governance & Decision Making: Managing Situations, Projects and Crises

- In class discussion of Steuben Glass mini-case study (handed out previous class)

Readings:

- March, J.G. (1994). *A Primer on Decision Making: How Decisions Happen*. New York, NY: The Free Press.
- Simon, H. (1987). "Making Management Decisions: The Role of Intuition and Emotion." Academy of Management Executive 1, 57-64.
- Watkins, M. and Bazerman, M.H. (2003) Predictable surprises: The disasters you should have seen coming. Harvard Business Review 81,3 (March): 72-80.
- Lewis, M. (2017). The Undoing Project: A Friendship that Changed Our Minds. W.W. Norton & Co.
- Jansen, P.J. and Kilpatrick, A.R. (2004). The dynamic nonprofit board. The McKinsey Quarterly 2. Retrieved from http://www.mckinseyquarterly.com/article_print.aspx?L2=33&L3=0&ar=1407
- Nadler, D. (2004). Building better boards. Harvard Business Review 82, 5 (May): 76-85.
- Silverman, L. and Taliento, L. (2006). What business execs don't know – but should – about nonprofits. Stanford Social Innovation Review 4, 2 (Summer): 36-43.

  Optional:
    o Ariely, D. (2010). Predictably Irrational. Harper Collins.
    o Ariely, D. (2008). The Upside of Irrationality. Harper Collins.
    o Bazerman, M.H., and Chugh, D. (2006). Decisions without blinders. Harvard Business Review, 84,1 (January), 88-97.
    o Chugh, D., & Bazerman, M.H. Bounded Awareness: What you fail to see can hurt you. Mind and Society, 2007, 6(1), 1-18.
    o Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. Science, 185(4157), 1124-1131.
    o Tversky, A., & Kahneman, D. (1981). The framing of decisions and the psychology of choice. Science, 211(4481), 453-458.

XII. Conclusion: Who, What, How and Why We Manage; and a word on Ethics

Optional Readings:
- Plato's Dialogues, "Crito"
- Ariely, D. (2013). The Honest Truth About Dishonesty: How We Lie to Everyone--Especially Ourselves. Harper Collins.
- Goleman, D. (1998). "What Makes a Leader," Harvard Business Review, Nov.-Dec., 1998, pp. 93-102
- Mallmich, D.M. ed. (2007). "A Guide to Ethical Decision-Making by Presidents and Boards." *Ethical Leadership in the Community College*, Anker Publishing Co., 2007, pp. 157-165.
- Browne, M.N. & Keeley, S.M. (2007). "What are the Value Conflicts and Assumptions?" Ch. 5. *Asking the Right Questions: A Guide to Critical Thinking*. 8th Ed. Pearson/PrenticeHall.
- VanSandt, C.V. & Neck, C.P. (2003). "Bridging Ethics and Self Leadership: Overcoming Ethical Discrepancies Between Employee and Organizational Standards," Journal of Business Ethics, Vol. 43. pp. 3 63-387.

Final Assignment (12-15 pages; not including references)
There are two options in writing this paper:

1. Final reflections on self: awareness, management and emotional intelligence
2. Building and developing New Org/ Old Org

This assignment provides the opportunity for students to incorporate the semester's experiences on self- or social-management. Using the relevant readings and class discussions, as well as past assignment work, students will present a comprehensive review of what they learned about self- and/or relationship management. Hopefully students will build off previous work to present themselves or their chosen organizations.